Attachment 9 Table 2 - School Designation

School	Category	Overall Index	Achievement Gap Index	Title 1
Seaton ES	Developing	38.6	22.5	Yes
Friendship Pcs - Chamberlain	Developing	38.4	28.3	Yes
Friendship Pcs - Blow-Pierce	Developing	38.3	34.0	Yes
Miner ES	Developing	38.2	2.9	Yes
Mary Mcleod Bethune Day Academy Pcs - Slowe-Brookland Campus	Developing	38.0	8.7	Yes
Shaw MS @ Garnet-Patterson	Developing	38.0	12.4	Yes
River Terrace ES	Developing	37.9	11.6	Yes
Burroughs EC	Developing	37.3	32.4	Yes
Maya Angelou Pcs - Middle School Campus	Developing	37.2	36.3	Yes
Imagine Southeast Pcs	Developing	36.8	6.6	Yes
MacFarland MS (Lincoln Hill Cluster)	Developing	36.8	30.3	Yes
Whittier EC	Developing	36.7	40.3	Yes
Center City Pcs - Shaw Campus	Developing	36.4	7.7	Yes
Kimball ES	Developing	36.3	1.9	Yes
Payne ES	Developing	36.2	8.4	Yes
Houston ES	Developing	36.1	24.4	Yes
Beers ES	Developing	35.8	15.2	Yes
Simon ES	Developing	35.7	11.3	Yes
Ronald Brown MS	Developing	35.7	43.1	Yes
Winston EC	Developing	35.6	22.3	Yes
Booker T. Washington Public Charter High School	Developing	35.5	29.9	Yes
Brookland EC @ Bunker Hill	Developing	35.5	29.8	Yes
Community Academy Pcs - Rand Campus	Developing	35.4	6.3	Yes
Marshall ES	Developing	35.3	5.1	Yes
Jefferson MS	Developing	35.2	45.6	Yes
Kenilworth ES	Focus	34.9	5.9	Yes
Smothers ES	Focus	34.8	4.6	Yes
Garrison ES	Focus	34.6	25.5	Yes
Community Academy Amos III Campus - Armstrong	Focus	34.4	30.9	Yes
Nalle ES	Focus	34.2	5.3	Yes
Luke C. Moore Academy SHS	Focus	33.7	20.7	Yes
Hendley ES	Focus	33.6	28.9	Yes
Brightwood EC	Focus	33.5	35.2	Yes
Orr ES	Focus	33.3	15.6	Yes
Hart MS	Focus	33.2	20.0	Yes
LaSalle-Backus EC	Focus	33.0	47.4	Yes
Center City Pcs - Congress Heights Campus	Focus	32.8	11.8	Yes
William E. Doar, Jr. Pcs - North West Campus	Focus	32.1	22.7	Yes
Browne EC	Focus	32.0	26.8	Yes
Tyler ES	Focus	31.7	16.5	Yes
Cooke, H.D. ES	Focus	31.0	16.5	Yes
Noyes EC	Focus	30.8	21.7	Yes
Kramer MS	Focus	29.9	23.6	Yes
Thomas ES	Focus	29.4	3.7	Yes
Kelly Miller MS	Focus	29.1	24.1	Yes
Patterson ES	Focus	28.9	15.8	Yes
Cardozo SHS	Focus	28.7	14.1	Yes
Walker-Jones EC	Focus	28.2	29.6	Yes
Prospect LC	Focus	28.1	12.8	Yes
Howard Road Academy Pcs - Main Campus	Focus	27.7	26.2	Yes
Terrell, M.C./McGogney ES	Focus	25.5	14.6	Yes
Roosevelt SHS	Priority	24.3	25.5	Yes
Maya Angelou Pcs - Evans Campus	Priority	23.7	3.5	Yes
Aiton ES	Priority	23.6	8.6	Yes

Attachment 9 Table 2 - School Designation

School	Category	Overall Index	Achievement Gap Index	Title 1
Malcolm X ES	Priority	22.1	4.9	Yes
Savoy ES	Priority	22.0	12.5	Yes
Drew ES	Priority	21.5	13.9	Yes
Davis ES	Priority	21.3	9.9	Yes
Dunbar SHS	Priority	21.3	20.2	Yes
Amidon-Bowen ES	Priority	20.5	13.0	Yes
Wheatley EC	Priority	20.4	23.2	Yes
Septima Clark Pcs	Priority	20.0	3.0	Yes
Ballou SHS	Priority	20.0	14.6	Yes
Harris, C.W. ES	Priority	19.5	13.6	Yes
Moten ES @ Wilkinson	Priority	18.9	27.6	Yes
Options Pcs	Priority	18.8	3.3	Yes
Johnson MS	Priority	18.4	20.7	Yes
Stanton ES	Priority	16.3	10.8	Yes
Youth Engagement Academy	Priority	15.6	13.1	Yes
Spingarn SHS	Priority	15.5	5.5	Yes
Ferebee-Hope ES	Priority	15.0	3.2	Yes
Woodson, H.D. SHS	Priority	12.7	15.1	Yes
Anacostia SHS	Priority	11.2	12.0	Yes
Garfield ES	Priority	10.8	6.5	Yes

ATTACHMENT 10, 11

★ ★ ★

Office of the
State Superintendent of Education

Race to the Top
Teacher and Principal Evaluation System Requirements
June 16, 2011

Purpose: The Race to the Top application, Memorandum of Understanding, and Year 1 Scopes of Work commit participating LEAs to ensuring that their teacher and principal evaluation systems meet specific criteria. While the primary criteria are outlined in the RTTT application and MOU, OSSE staff members worked with Human Capital Task Force participants to further define these criteria and to develop rubrics for evaluating LEAs' teacher and principal evaluation plans. The requirements and rubrics are included in this document and will be used to assess participating LEAs' teacher and principal evaluation plans.

Process: LEAs will submit a Teacher and Principal Evaluation Plan to osse.rttt@dc.gov that responds to each of the requirements in this document. OSSE staff will then work with Human Capital Task Force members to conduct a blind review of the evaluation plans using the rubrics included in this document. The plans should address all criteria outlined in the rubrics and ensure that the appropriate documents will be available when OSSE begins the monitoring process. LEAs will also complete the Teacher Evaluation Template and Principal Evaluation Template included in this document to provide evidence for several of the criteria. Some of the components of the Templates will be completed and submitted with the evaluation plans, while other components will be completed after one year of implementation and will be reviewed during the monitoring process.

Due Date: Plans will be reviewed on a rolling basis beginning June 1, but must be submitted by July 29, 2011. OSSE will return plans within three weeks of submission.

Please review the following requirements and submit your Teacher and Principal Evaluation Plans to osse.rttt@dc.gov by July 29, 2011. When drafting your plan, please refrain from using any identifying markers (i.e., LEA names and logos) so OSSE may conduct a blind review. For approval, the plan must meet the required elements of each section, achieving a label of "sufficient" or "meets criteria" for all. If not approved, the LEA must submit revisions based on the feedback provided.

LEA ID:	
Reviewer ID:	
Plan Approved:	
Plan Not Approved:	

Teacher Evaluation System Requirements

1. **Student growth counts for at least 50% of a teacher's evaluation.** LEAs will report on the components of their evaluation systems and the percentages assigned to each component using the Teacher Evaluation Template. LEAs should indicate that the common, value added measure adopted by RTTT participating LEAs will account for 50% of the evaluation rating for English/Language Arts and mathematics teachers in grades 4-8.

2. **The LEA has an annual evaluation process.** The LEA will reference its unique evaluation documents that indicate that the LEA has an annual evaluation process for every teacher and will make available evidence that evaluations have occurred during the monitoring process.

3. **Use evaluations to support individualized professional development.** LEAs will provide a narrative explanation that demonstrates that evaluation information informs professional development. LEAs may reference an evaluation document that includes an area for next steps or action items to address teachers' areas of weakness, documentation of verbal feedback and next steps or action items, an individual professional development plan template, or an aggregate professional development plan for the school that is informed by the individual needs of teachers. An LEA may offer other evidence that demonstrates that evaluations are informing professional development.

4. **Use evaluations to inform compensation, promotion, retention, tenure and/or full certification, and removal.** LEAs will explain how evaluation information will inform decisions about compensation, promotion, retention, and/or removal.

   a. The annual evaluation must include the common student value added measure as 50% of the evaluation rating for English/Language Arts and mathematics teachers in grades 4-8. Because the value added results will likely be available in the summer, LEAs have flexibility in demonstrating how they are using the complete evaluation to inform compensation, promotion, retention, etc. For example, an LEA may indicate that it is providing both preliminary decisions about hiring in the spring and final evaluation reports in the summer. Or an LEA may demonstrate that it is using both current and prior year evaluations (including prior evaluations that include student growth) to inform human capital decisions. However, all LEAs will have to demonstrate that the annual evaluation is used to inform all of these human capital decisions.

   b. LEAs will also indicate on the Teacher Evaluation Template how individual teachers are rated (using unique teacher identifiers) and the decisions made about that teacher with respect to compensation, promotion, retention, and/or removal. During the monitoring process, OSSE will question a significant disconnect between teacher ratings over time and these decisions, for example, if many teachers rated "1" are retained.

5. **Includes multiple measures for performance besides the growth measure.** LEAs will report on the components of their evaluation systems and the percentages assigned to each component using the Teacher Evaluation Template. The components must include the common teacher value added measure as 50% of the rating for English/Language Arts and mathematics teachers in grades 4-8 and an observation rubric that measures more than one area of performance. Other measures of performance may be included as well. Evaluation systems may address the following areas of performance:

  a. **Commitment to school community, mission and values**. Includes professional norms and expectations, collaboration with other school staff, character, commitment to the school community, parent engagement.

  b. **Effective lesson planning and instructional delivery**. Includes planning, instructional practices, assessment, and use of data.

  c. **Fostering a positive environment for student learning**. Includes classroom management, student/teacher interactions, and student engagement.

6. **Divides effectiveness into four tiers.** LEAs will provide narrative descriptions for each tier that describe the full spectrum of performance. The narrative will describe the competencies and skills a teacher at each level is expected to master. LEAs will also describe how a teacher's evaluation score translates into a tier using their evaluation rubric. Finally, after a year of implementation, LEAs will complete the Teacher Evaluation Template, indicating how individual teachers are rated. LEAs should consider the following general guidance in their ratings:

   - highly effective teachers consistently achieve high scores on all elements of an LEA's evaluation system;
   - effective teachers are proficient on almost all elements of a school's evaluation system;
   - minimally effective teachers are those who need additional support in several of the elements of a school's evaluation system; and
   - ineffective teachers are those who are struggling in most of the elements of a school's evaluation system.

7. **Is used to provide teachers with timely and constructive feedback.** LEAs will provide evidence of an evaluation process that includes multiple observations and regular feedback. The feedback will reference the language of the LEA's observation rubric. Evidence of timely and constructive feedback may reference evaluation documents that describe multiple formal and/or informal observations and a post-observation feedback process or another process for providing written or verbal feedback. Other evidence of timely and constructive feedback may be included, as long as it demonstrates that teachers are receiving specific feedback throughout the school year.

Instructions: Please complete the template below indicating the components of your evaluation system. Columns B-E should be completed with the submission of the teacher evaluation plan and should indicate the component of the evaluation system and the weight it represents (for example, observation rubric, 30%). One year after implementation, LEAs should indicate the score for each component of a teacher's rating and the total score each teacher received. The Final Evaluation Rating column should indicate the rating each teacher received.

		Teacher Evaluation Template								
		Teachers in Tested Grades and Subjects								
Teacher ID	Raw Value-Added Growth Score	Evaluation Components					Final Score	Final Evaluation Rating (e.g. highly effective, effective)	Date of Final Evaluation	School's Action (retained, not rehired, fired, promoted, etc.)
		50%	%	%	%	%				
		A Student Growth	B	C	D	E				
1234										
1235										
1236										
1237										
1238										
		Teachers in Untested Grades and Subjects								
Teacher ID		Evaluation Components					Final Score	Final Evaluation Rating(e.g. highly effective, effective)	Date of Final Evaluation	School's Action (retained, not rehired, fired, promoted, etc.)
		%	%	%	%	%				
		A Student Growth	B	C	D	E				
1239										
1240										
1241										

303

Teacher Evaluation Plan Rubric

Section 1 – Student growth counts for at least 50% of a teacher's evaluation.

LEAs will report on the components of their evaluation systems and the percentages assigned to each component using the Teacher Evaluation Template. LEAs should indicate that the common, value added measure adopted by RTTT participating LEAs will account for 50% of the evaluation rating for English/Language Arts and mathematics teachers in grades 4-8.

MEETS CRITERIA	DOES NOT MEET CRITERIA
The evaluation template indicates that the value added measure adopted by RTTT participating LEAs accounts for 50% of the rating for English/Language Arts and mathematics teachers in grades 4-8.	The evaluation template is not complete or does not indicate that the value added measure adopted by RTTT participating LEAs accounts for 50% of the rating for English/Language Arts and mathematics teachers in grades 4-8.

Label: _____

Section 1 Comments/Feedback:

Section 2 – The LEA has an annual evaluation process.

The LEA will reference its unique evaluation documents that indicate that the LEA has an annual evaluation process for every teacher and will make available evidence that evaluations have occurred during the monitoring process.

MEETS CRITERIA	DOES NOT MEET CRITERIA
Narrative description indicates the LEA conducts an annual evaluation process for every teacher.	Narrative description does not indicate that the LEA conducts an annual evaluation process for every teacher.

Label: _____

Section 2 Comments/Feedback:

Section 3 – Use evaluations to support individualized professional development.

LEAs will provide a narrative explanation that demonstrates that evaluation information informs professional development. LEAs may reference an evaluation document that includes an area for next steps or action items to address teachers' areas of weakness, documentation of verbal feedback and next steps or action items, an individual professional development plan template, or an aggregate professional development plan for the school that is informed by the individual needs of teachers. An LEA may offer other evidence that demonstrates that evaluations are informing professional development.

SUFFICIENT	LIMITED[1]	NOT PROVIDED
A narrative explanation references an evaluation document, individual professional development plan, schoolwide professional development plan, or other document that offers clear evidence that individual teachers' evaluation results are informing future professional development plans.	A narrative explanation references an evaluation document, individual professional development plan, schoolwide professional development plan, or other document that demonstrates a tentative connection between individual teachers' evaluation results and future professional development plans.	No explanation is provided or the explanation does not demonstrate a connection between evaluation results and professional development plans.

Label: _____

Section 3 Comments/Feedback:

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[1] If an LEA achieves a rating of Limited or Not Provided, the plan will not be approved and LEA staff will need to address the comments and revise the response.

Section 4 – Use evaluations to inform compensation, promotion, retention, tenure and/or full certification, and removal.

LEAs will explain how evaluation information will inform decisions about compensation, promotion, retention, and/or removal. The annual evaluation must include the common student value added measure as 50% of the evaluation rating for English/Language Arts and mathematics teachers in grades 4-8. Because the value added results will likely be available in the summer, LEAs have flexibility in demonstrating how they are using the complete evaluation to inform compensation, promotion, retention, etc. For example, an LEA may indicate that it is providing both preliminary decisions about hiring in the spring and final evaluation reports in the summer. Or an LEA may demonstrate that it is using both current and prior year evaluations (including prior evaluations that include student growth) to inform human capital decisions. However, all LEAs will have to demonstrate that the annual evaluation is used to inform all of these human capital decisions.

LEAs will also indicate on the Teacher Evaluation Template how individual teachers are rated (using unique teacher identifiers) after one year of implementation and the decisions made about that teacher with respect to compensation, promotion, retention, and/or removal. During the monitoring process, OSSE will question a significant disconnect between teacher ratings over time and these decisions, for example, if many teachers rated "1" are retained.

SUFFICIENT	LIMITED[2]	NOT PROVIDED
There is clear evidence that teacher evaluation results inform compensation, promotion, retention, tenure and/or full certification, and removal.	There is very little evidence that teacher evaluation results inform compensation, promotion, retention, tenure and/or full certification, and removal.	There is no evidence that teacher evaluation results inform compensation, promotion, retention, tenure and/or full certification, and removal.

Label: _____

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[2] If an LEA achieves a rating of Limited or Does Not Meet Criteria, the plan will not be approved and LEA staff will need to address the comments and revise the response.

Section 4 Comments/Feedback:

Section 5 – Includes multiple measures for performance besides the growth measure.

LEAs will report on the components of their evaluation systems and the percentages assigned to each component using the Teacher Evaluation Template. The components must include the common teacher value added measure as 50% of the rating for English/Language Arts and Mathematics teachers in grades 4-8 and an observation rubric that measures more than one area of performance. Other measures of performance may be included as well. Evaluation systems may address the following areas of performance:

a. **Commitment to school community, mission and values**. Includes professional norms and expectations, collaboration with other school staff, character, commitment to the school community, parent engagement.
b. **Effective lesson planning and instructional delivery**. Includes planning, instructional practices, assessment, and use of data.
c. **Fostering a positive environment for student learning**. Includes classroom management, student/teacher interactions, and student engagement.

MEETS CRITERIA	DOES NOT MEET CRITERIA
The evaluation system includes an observation rubric that addresses more than one area of practice.	The evaluation system does not include an observation rubric that addresses more than one area of practice.

Label: _____

Section 5 Comments/Feedback:

Section 6 – Divides effectiveness into four tiers.

LEAs will provide narrative descriptions for each tier that describe the full spectrum of performance. The narrative will describe the competencies and skills a teacher at each level is expected to master. LEAs will also describe how a teacher's evaluation score translates into a tier using their evaluation rubric. Finally, after a year of implementation, LEAs will complete the Teacher Evaluation Template, indicating how individual teachers are rated. LEAs should consider the following general guidance in their ratings:

- highly effective teachers consistently achieve high scores on all elements of an LEA's evaluation system;
- effective teachers are proficient on almost all elements of a school's evaluation system;
- minimally effective teachers are those who need additional support in several of the elements of a school's evaluation system; and
- ineffective teachers are those who are struggling in most of the elements of a school's evaluation system.

SUFFICIENT	LIMITED[3]	NOT PROVIDED
Four tiers of performance that describe the full spectrum of performance are very clearly defined and the cut off points for each are indicated.	The definitions of the four tiers of performance are vague, do not describe a full spectrum of performance, do not describe cut off points for each tier, or are incomplete.	The LEA does not have definitions for each tier.

Label: _____

Section 6 Comments/Feedback:

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[3] If an LEA achieves a rating of Limited or Does Not Meet Criteria, the plan will not be approved and LEA staff will need to address the comments and revise the response.

Section 7 – Is used to provide teachers with timely and constructive feedback.

LEAs will provide evidence of an evaluation process that includes multiple observations and regular feedback. The feedback will reference the language of the LEA's observation rubric. Evidence of timely and constructive feedback may reference evaluation documents that describe multiple formal and/or informal observations and a post-observation feedback process or another process for providing written or verbal feedback. Other evidence of timely and constructive feedback may be included, as long as it demonstrates that teachers are receiving specific feedback throughout the school year.

SUFFICIENT	LIMITED[4]	NOT PROVIDED
The LEA demonstrates it is giving teachers timely and constructive feedback at several points throughout the school year.	The LEA demonstrates it is giving teachers timely and constructive feedback once during the school year.	The LEA did not provide evidence that it is giving teachers timely and constructive feedback.

Label: _____

Section 7 Comments/Feedback:

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[4] If an LEA achieves a rating of Limited or Does Not Meet Criteria, the plan will not be approved and LEA staff will need to address the comments and revise the response.

Principal Evaluation System Requirements

1. **Student outcome metrics account for a significant proportion of a principal's evaluation.** LEAs will report on the components of their evaluation systems and the percentages assigned to each component using the Principal Evaluation Template. LEAs will demonstrate that student outcome metrics (e.g. student growth, student performance, student attendance) account for a significant proportion of a principal's rating. LEAs will explain how their student outcome metrics and the weights assigned to them are consistent with their school mission, values, and goals.

2. **The LEA has an annual evaluation process.** The LEA will reference its unique evaluation documents that indicate that the LEA has an annual evaluation process for every principal and will make available evidence that evaluations have occurred during the monitoring process.

3. **Use evaluations to inform human capital decisions.** LEAs will explain how evaluation information will inform human capital decisions such as decisions about principals' professional development, compensation, promotion, retention, and/or removal. For example, an LEA might indicate that principals who are highly effective will be considered for a bonus and those who are rated ineffective will be coached by a mentor. During the monitoring process, OSSE will question a significant disconnect between principal ratings over time and these decisions, for example, if many principals rated "1" are retained.

4. **Includes multiple, qualitative measures of performance.** LEAs will report on the components of their evaluation systems and the percentages assigned to each component using the Principal Evaluation Template. The components must include more than one qualitative measure. Evaluation systems may include the following qualitative measures of performance:
   a. Parent, staff, and/or student surveys
   b. Compliance with state or federal regulations
   c. Compliance with special education requirements
   d. Principal leadership and competencies
   e. Measures of teacher practice

5. **Includes school-specific goals.** LEAs will include more than one, measurable, school-specific goal. These goals may also be the system's student outcome metrics. For example, if an LEA includes DC CAS scores as its student outcome metric and gives principals a score of 1-4 based on growth, they may also have a DC CAS school-specific goal to increase student growth by 10%. Following are examples of school-specific goals:
   a. Student performance will increase by 5% on the DC CAS.
   b. Parent participation in the school survey will increase by 20%.
   c. The achievement gap will close by at least 3 points.
   d. Graduation rates will increase by 10%.
   e. Attendance rates will average 95%.
   f. Detentions will decrease by 10%.

6. **Divides effectiveness into four tiers.** LEAs will provide narrative descriptions for each tier that describe the full spectrum of performance and outline the competencies and skills a principal at each level is expected to master. LEAs will also describe how each tier is translated into a score

using their evaluation rubric. Finally, after a year of implementation, LEAs will complete the Principal Evaluation Template, indicating how individual principals are rated. LEAs should consider the following general guidance in their ratings:

- highly effective principals consistently achieve high scores on all elements of an LEA's evaluation system;
- effective principals are proficient on almost all elements of a school's evaluation system;
- minimally effective principals are those who need additional support in several of the elements of a school's evaluation system; and
- ineffective principals are those who are struggling in most of the elements of a school's evaluation system.

Instructions: Please complete the template below indicating the components of your evaluation system. Columns A-E should indicate the component of the evaluation system and the weight it represents (for example, leadership rubric, student achievement). These columns should be completed with the submission of the principal evaluation plan. The actual scores should be completed one year after implementation of the principal evaluation plan. LEAs should indicate the score for each component of a principal's rating and the Final Score column should indicate the total score each principal received. The Final Evaluation Rating column should indicate the rating each principal received. Please see the example template below for further guidance.

Principal Evaluation Template

PrincipalID	Evaluation Components					Final Score	Final Evaluation Rating (e.g. Highly effective, effective)	Date of Final Evaluation Rating	School's Action (retained, not rehired, promoted, etc.)
	A	B	C	D	E				
	%	%	%	%	%				
1234									
1235									
1236									
1237									
1238									

Example Principal Evaluation Template

PrincipalID	Evaluation Components (score for each component)					Final Score	Final Evaluation Rating (e.g. Highly effective, effective)	Date of Final Evaluation Rating	School's Action (retained, promoted, not rehired, etc.)
	Schoolwide Growth 40%	School Specific Goals 20%	Leadership Framework 30%	Family Engagement 5%	Special Education Compliance 5%				
1234	3	3	3	4	2	3.0	Effective	August 15, 2011	Retained

Principal Evaluation Plan Rubric

Section 1 – Student outcome metrics account for a significant proportion of a principal's evaluation.

LEAs will report on the components of their evaluation systems and the percentages assigned to each component using the Principal Evaluation Template. LEAs will demonstrate that student outcome metrics (e.g. student growth, student performance, student attendance) account for a significant proportion of a principal's rating. LEAs will explain how their student outcome metrics and the weights assigned to them are consistent with their school mission, values, and goals.

SUFFICIENT	LIMITED[5]	DOES NOT MEET CRITERIA
The LEA provides a clear and robust explanation of how student outcome metrics are incorporated into the evaluation system and why the proportion represented is significant.	The LEA provides an incomplete or vague explanation of how student outcome metrics are incorporated into the evaluation system and why the proportion represented is significant.	The LEA does not provide an explanation of how student outcome metrics are incorporated into the evaluation system.

Label: _____

Section 1 Comments/Feedback:

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[5] If an LEA achieves a rating of Limited or Does Not Meet Criteria, the plan will not be approved and LEA staff will need to address the comments and revise the response.

Section 2 – The LEA has an annual evaluation process.

LEAs will reference their unique evaluation documents that indicate that the LEA has an annual evaluation process for every principal and during the monitoring process will make available evidence that evaluations have occurred.

MEETS CRITERIA	DOES NOT MEET CRITERIA
Narrative description indicates the LEA conducts an annual evaluation process for every principal.	Narrative description indicates the LEA conducts an annual evaluation process for every principal.

Label: _____

Section 2 Comments/Feedback:

Section 3 - Use evaluations to inform human capital decisions.

LEAs will explain how evaluation information will inform human capital decisions about principals such as decisions about professional development, compensation, promotion, retention, and/or removal. For example, an LEA might indicate that principals who are highly effective will be considered for a bonus and those who are rated ineffective will be coached by a mentor. During the monitoring process, OSSE will question a significant disconnect between principal ratings over time and these decisions, for example, if many principals rated "1" are retained.

SUFFICIENT	LIMITED[6]	NOT PROVIDED
There is clear evidence that principal evaluation results inform human capital decisions.	There is very little evidence that principal evaluation results inform human capital decisions.	There is no evidence that principal evaluation results inform human capital decisions.

Label: _____

Section 3 Comments/Feedback:

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[6] If an LEA achieves a rating of Limited or Does Not Meet Criteria, the plan will not be approved and LEA staff will need to address the comments and revise the response.

Section 4 – Includes multiple, qualitative measures of performance.

LEAs will report on the components of their evaluation systems and the percentages assigned to each component using the Principal Evaluation Template. The components must include more than one qualitative measure. Evaluation systems may include the following qualitative measures of performance:

  a. Parent, staff, and/or student surveys
  b. Compliance with state or federal regulations
  c. Compliance with special education requirements
  d. Principal leadership and competencies
  e. Measures of teacher practice

MEETS CRITERIA	DOES NOT MEET CRITERIA
The evaluation system includes more than one qualitative measure.	The evaluation system includes one or no qualitative measures.

Label: _____

Section 4 Comments/Feedback:

Section 5 – Includes school-specific goals.

LEAs will include more than one, measurable, school-specific goal. These goals may also be the system's student outcome metrics. For example, if an LEA includes DC CAS scores as its student outcome metric and gives principals a score of 1-4 based on growth, they may also have a DC CAS school-specific goal to increase student growth by 10%. Following are examples of school-specific goals:

a. Student performance will increase by 5% on the DC CAS.
b. Parent participation in the school survey will increase by 20%.
c. The achievement gap will close by at least 3 points.
d. Graduation rates will increase by 10%.
e. Attendance rates will average 95%.
f. Detentions will decrease by 10%.

MEETS CRITERIA	DOES NOT MEET CRITERIA
The evaluation system includes more than one measureable, school- specific goal.	The evaluation system includes one or no measureable, school-specific goals.

Label: _____

Section 5 Comments/Feedback:

Section 6 – Divides effectiveness into four tiers.

LEAs will provide narrative descriptions for each tier that describe the full spectrum of performance and outline the competencies and skills a principal at each level is expected to master. LEAs will also describe how each tier is translated into a score using their evaluation rubric. Finally, after a year of implementation, LEAs will complete the Principal Evaluation Template, indicating how individual principals are rated. LEAs should consider the following general guidance in their ratings:

- highly effective principals consistently achieve high scores on all elements of an LEA's evaluation system;
- effective principals are proficient on almost all elements of a school's evaluation system;
- minimally effective principals are those who need additional support in several of the elements of a school's evaluation system; and
- ineffective principals are those who are struggling in most of the elements of a school's evaluation system.

SUFFICIENT	LIMITED[7]	NOT PROVIDED
Four tiers of performance are very clearly defined and the cut off points for each are indicated.	The definitions of the four tiers of performance are vague or incomplete.	The LEA does not have definitions for each tier.

Label: _____

Section 6 Comments/Feedback:

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[7] If an LEA achieves a rating of Limited or Does Not Meet Criteria, LEA staff will need to address the comments and revise the response.

ATTACHMENT 12

Principle 1: Key Milestones Chart

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff, time, additional funding)	Anticipated Obstacles	Benefit to DC Students And Educators
State Professional Development	Beginning June 2011	OSSE staff, Contractor	Professional development calendar	Staff capacity, additional funding	Pre-Activity, Space, Capacity, Low-Turnout, Participant Core Knowledge	Support educators with instructional shifts required by CCSS
Community Outreach	Beginning June 2011	OSSE staff, other stakeholders	Sample power point used	Staff capacity	Capacity, Participation	Involves **all** stakeholders to have a voice and mutually benefit from DC's goal and vision.
DC CAS Aligned to Common Core - Blueprint released	June 2011	OSSE staff, Test vendor	Blueprint document	Staff capacity, additional funding	Completed	Clarifies strength of DC standards and supports transition to new standards
Crosswalk Reading Standards to SPED Entry Points	July 2011	OSSE staff	Crosswalk document	Staff capacity	Completed	Assists SPED educators with transition and alignment of DC Standards to CCSS
Conduct Professional Development Needs Survey	August 2011	OSSE staff	Results of survey	Staff capacity	Completed	Student and educator needs are voiced and identified
Distribute Printed CCSS in Math and ELA	August 2011	OSSE staff, School personnel	Distribution list	Staff capacity, additional funding	Completed	Increase awareness of CCSS to all stakeholders

Principle 1: Key Milestones Chart

Develop New Composition Prompts Aligned to CCSS and Offer Professional Development on the Transition	November 2011	OSSE staff, Test Vendor	Sample prompt released	Additional funding	Completed	Align writing assessment to CCSS and support educators in transition to expectations of CCSS
Review Graduation Requirements for Math	February 2012	OSSE staff, State Board of Education	Final approved policy	Staff capacity	High School / Secondary Math Courses - whether they follow a traditional or integrated pathway.	Ensures DC students are prepared to be college- and career ready
Publish Historical Writing Data	February 2012	OSSE staff	Data charts	Staff capacity	Gathering all data. Creating a base line that is easily defined.	Documents growth per AMOs
Conduct Gap Analysis	February 2012	OSSE staff, contractor	Result report	Staff capacity, additional funding	Capacity, Contracting	Provides instructional and curricular feedback
Create Transition Units in Math	February 2012	OSSE staff, contractor	Sample unit	Staff capacity, additional funding	Capacity, Providing supportive guidance and information	Supports educators in CCSS transition
Distribute PARCC/SBAC Technology Survey	March 2012	OSSE staff, PARCC	Survey results	Delay in creation of survey	Getting information in a timely fashion. Questions from LEAs.	Assesses technology resources in preparation for PARCC assessment
Review Draft of Next Generation of Science Standards	Spring 2012	OSSE staff, STEM committee, stakeholders	Crosswalk of current to new standards	Delay of release, capacity	Gaps found between current and new standards	Provide educators with the best standards possible to improve student learning

Principle 1: Key Milestones Chart

Create Interactive Website	June 2012	OSSE staff, Contractor	Web address	Contract and procurement process	OCTO, Contract and Procurement, Capacity	Access to CCSS resources and best practices, forum for PLC
Transition SEDS to Align to the CCSS	July 2012	OSSE staff, Vendor	Screen shot of new system	Additional funding	LEA capacity, Accessing information, Compliance, Capacity, Contracting	Supports SPED educators and ensures IEP goals are aligned with CCSS
Analyze Composition Data and Provide Additional Professional Development	July 2012	OSSE staff	Results	Staff capacity	LEA buy-in	Educators will be better prepared to teach writing, students will be prepared to meet college- and career ready writing demands
Analyze Science Data	July 2012	OSSE staff, vendor	Results	Staff capacity, additional funding	Data collection and reporting	Inform blueprint decisions and message to stakeholders
Engage Stakeholders on Science Blueprint Decisions	July 2012	OSSE staff	Science Blueprint	Staff capacity	LEA buy in	Educators will understand the alignment of the assessment to science standards
Professional Development for Science	July 2012	OSSE staff	Materials	Staff capacity, additional funding	LEA buy in, space availability	Educators will receive tools to improve integrated science instruction

Principle 1: Key Milestones Chart

Include DC CAS Composition in Accountability Plan	June 2013	OSSE staff	Accountability plan	Staff capacity	Poor test scores	By including composition, DC will signal CCSS driven instructional shifts in writing, thereby encouraging high-caliber writing instruction
DC CAS Science included in accountability plan	July 2014	OSSE staff	Accountability plan	Staff capacity	Data availability, timeline	By including science, OSSE will broaden the curriculum and promote scientific and critical thinking

2012 DC CAS and DCPS Reading Target Blueprints

2011 Target Blueprint
DC CAS Grade 3

Reporting Category	SR	CR	Total # Items (Target)	Total # Points (Target)	% Points (Target)
Informational Text	15	1	16	18	33%
Literary Text	20	2	22	26	48%
Vocabulary Development	10	0	10	10	19%
TOTALS	45	3	48	54	100%

DC CAS Grade 4

Reporting Category	SR	CR	Total # Items (Target)	Total # Points (Target)	% Points (Target)
Informational Text	15	1	16	18	33%
Literary Text	20	2	21	26	48%
Vocabulary Development	10	0	11	10	19%
TOTALS	45	3	48	54	100%

Common Core Transition Blueprint for 2012

CCSS Grade 2

Reporting Category	SR	CR	Total # Items (Target)	Total # Points (Target)	% Points (Target)	% Points 2012 (Actual)
Reading Informational Text	13	1	14	16	41%	41%
Reading Literary Text	13	1	14	16	41%	41%
Vocabulary Acquisition and Use	7	0	7	7	18%	18%
TOTALS	33	2	35	39	100%	100%

CCSS Grade 3

Reporting Category	SR	CR	Total # Items (Target)	Total # Points (Target)	Total # Points 2012 (Actual)	% Points (Target)	% Points 2012 (Actual)
Reading Informational Text	20	1	21	23	21	43%	39%
Reading Literary Text	18	2	20	24	25	44%	46%
Vocabulary Acquisition & Use	7	0	7	7	8	13%	15%
TOTALS	45	3	48	54	54	100%	100%

CCSS Grade 4

Reporting Category	SR	CR	Total # Items (Target)	Total # Points (Target)	Total # Points 2012 (Actual)	% Points (Target)	% Points 2012 (Actual)
Reading Informational Text	20	1	21	23	20	43%	37%
Reading Literary Text	18	2	20	24	26	44%	48%
Vocabulary Acquisition & Use	7	0	7	7	8	13%	15%
TOTALS	45	3	48	54	54	100%	100%

2012 DC CAS and DCPS Reading Target Blueprints

DC CAS Grade 5

Reporting Category	SR	CR	Total # Items (Target)	Total # Points (Target)	% Points (Target)
Informational Text	15	1	16	18	33%
Literary Text	20	2	22	26	48%
Vocabulary Development	10	0	10	10	19%
TOTALS	45	3	48	54	100%

DC CAS Grade 6

Reporting Category	SR	CR	Total # Items (Target)	Total # Points (Target)	% Points (Target)
Informational Text	15	1	16	18	33%
Literary Text	20	2	22	26	48%
Vocabulary Development	10	0	10	10	19%
TOTALS	45	3	48	54	100%

DC CAS Grade 7

Reporting Category	SR	CR	Total # Items (Target)	Total # Points (Target)	% Points (Target)
Informational Text	15	1	16	18	33%
Literary Text	20	2	22	26	48%
Vocabulary Development	10	0	10	10	19%
TOTALS	45	3	48	54	100

Common Core Transition Blueprint for 2012
CCSS Grade 5

Reporting Category	SR	CR	Total # Items (Target)	Total # Points (Target)	Total # Points 2012 (Actual)	% Points (Target)	% Points 2012 (Actual)
Reading Informational Text	20	1	21	23	22	43%	41%
Reading Literary Text	18	2	20	24	24	44%	44%
Vocabulary Acquisition & Use	7	0	7	7	8	13%	15%
TOTALS	45	3	48	54	54	100%	100%

CCSS Grade 6

Reporting Category	SR	CR	Total # Items (Target)	Total # Points (Target)	Total # Points 2012 (Actual)	% Points (Target)	% Points 2012 (Actual)
Reading Informational Text	20	1	21	23	21	43%	39%
Reading Literary Text	18	2	20	24	24	44%	44%
Vocabulary Acquisition & Use	7	0	7	7	9	13%	17%
TOTALS	45	3	48	54	54	100%	100%

CCSS Grade 7

Reporting Category	SR	CR	Total # Items (Target)	Total # Points (Target)	Total # Points 2012 (Actual)	% Points (Target)	% Points 2012 (Actual)
Reading Informational Text	21	2	23	27	24	50%	44%
Reading Literary Text	17	1	18	20	22	37%	41%
Vocabulary Acquisition & Use	7	0	7	7	8	13%	15%
TOTALS	45	3	48	54	54	100%	100%

2012 DC CAS and DCPS Reading Target Blueprints

DC CAS Grade 8

Reporting Category	SR	CR	Total # Items (Target)	Total # Points (Target)	% Points (Target)
Informational Text	17	1	18	20	37%
Literary Text	18	2	20	24	44%
Vocabulary Development	10	0	10	10	19%
TOTALS	45	3	48	54	100

DCPS Grade 9

Reporting Category	SR	CR	Total # Items (Target)	Total # Points (Target)	% Points (Target)
Reading Informational	17	1	18	20	37%
Reading Literary	18	2	20	24	44%
Vocabulary Acquisition & Use	10	0	10	10	19%
TOTALS	45	3	48	54	100%

DC CAS Grade 10

Reporting Category	SR	CR	Total # Items (Target)	Total # Points (Target)	% Points (Target)
Informational Text	17	1	18	20	37%
Literary Text	18	2	20	24	44%
Vocabulary Development	10	0	10	10	19%
TOTALS	45	3	48	54	100

Common Core Transition Blueprint for 2012
CCSS Grade 8

Reporting Category	SR	CR	Total # Items (Target)	Total # Points (Target)	Total # Points 2012 (Actual)	% Points (Target)	% Points 2012 (Actual)
Reading Informational Text	21	2	23	27	26	50%	48%
Reading Literary Text	17	1	18	20	21	37%	39%
Vocabulary Acquisition & Use	7	0	7	7	7	13%	13%
TOTALS	45	3	48	54	54	100%	100%

CCSS Grade 9

Reporting Category	SR	CR	Total # Items (Target)	Total # Points (Target)	Total # Points 2012 (Actual)	% Points (Target)	% Points 2012 (Actual)
Reading Informational Text	21	2	23	27	26	50%	49%
Reading Literary Text	17	1	18	20	19	37%	36%
Vocabulary Acquisition & Use	7	0	7	7	8	13%	15%
TOTALS	45	3	48	54	53	100%	100%

CCSS Grade 10

Reporting Category	SR	CR	Total # Items (Target)	Total # Points (Target)	Total # Points 2012 (Actual)	% Points (Target)	% Points 2012 (Actual)
Reading Informational Text	22	2	24	28	24	52%	44%
Reading Literary Text	16	1	17	19	21	35%	39%
Vocabulary Acquisition & Use	7	0	7	7	9	13%	17%
TOTALS	45	3	48	54	54	100%	100%

2011 Target Blueprint

DC CAS Grade 3

DCCAS Reporting Category	SR	CR	Total # Items (Target)	Total # Points (Target)	% Points (Target)
Number Sense and Operations	16	1	17	19	32%
Patterns, Relations, and Algebra	11	0	11	11	18%
Geometry	5	1	6	8	13%
Measurement	8	0	8	8	13%
Data Analysis, Statistics, and Probability	11	1	12	14	23%
TOTALS	51	3	54	60	100%

DC CAS Grade 4

DCCAS Reporting Category	SR	CR	Total # Items (Target)	Total # Points (Target)	% Points (Target)
Number Sense and Operations	19	0	19	19	32%
Patterns, Relations, and Algebra	8 or 11	0-1	9 or 11	11	18%
Geometry	5	1	6 or 8	8	13%
Measurement	5 or 8	0-1	6 or 8	8	13%
Data Analysis, Statistics, and Probability	11	1	12	14	23%
TOTALS	51	3	54	60	100%

DCPS Common Core Blueprint for 2012

Grade 2 - operational items will be selected to align to the Common Core Standards listed in the "DCPS Grade 2 Standards" blueprint

Grade 2 Standards" blueprint

Common Core Reporting Category	SR	CR	Total # Items (Target)	Total # Points (Target)	% Points (Target)	% Points (Actual)
Operations and Algebraic Thinking	7	1	8	10	23%	24%
Numbers and Operations in Base Ten	14	0	14	14	32%	26%
Geometry	5	0	5	5	11%	17%
Measurement and Data	12	1	13	15	34%	33%
TOTALS	38	2	40	44	100%	100%

Grades 3-8 and 10 are based on David Coleman's "Priority Standards" which emphasize DC math Standards that are foundational to Common Core; strand weightings are within 10% of the 2011 blueprint

Grade 3

DCCAS Reporting Category	SR	CR	Total # Items (Target)	Total # Points (Target)	Total # Points 2012 (Actual)	% Points (Target)	% Points 2012 (Actual)
Number Sense and Operations	7	0	7	7	11	12%	18%
Number Sense and Operations (Priority Standards)*	8	1	9	11	7	18%	12%
Patterns, Relations, and Algebra	10	0	10	10	10	17%	17%
Geometry	4	1	5	7	7	12%	12%
Measurement	2	0	2	2	3	3%	5%
Measurement (Priority Standards)*	10	0	10	10	9	17%	15%
Data Analysis, Statistics, and Probability	10	1	11	13	13	22%	22%
TOTALS	51	3	54	60	60	100%	100%

*The NSO Priority Standards are: 3.NSO-C.15, 3.NSO-C.16, 3.NSO-C.17, 3.NSO-C.20 and 3.NSO-C.21
The Measurement Priority Standards are: 3.M.1 and 3.M.4

Grade 4

DCCAS Reporting Category	SR	CR	Total # Items (Target)	Total # Points (Target)	Total # Points 2012 (Actual)	% Points (Target)	% Points 2012 (Actual)
Number Sense and Operations	4	0	4	4	7	7%	12%
Number Sense and Operations (Priority Standards)*	19	0	19	19	16	32%	27%
Patterns, Relations, and Algebra	7 or 10	0-1	8 or 10	10	10	17%	17%
Geometry	4	1	5 or 7	7	7	12%	12%
Measurement	4 or 7	0-1	5 or 7	7	7	12%	12%
Data Analysis, Statistics, and Probability	10	1	11	13	13	22%	22%
TOTALS	51	3	54	60	60	100%	100%

*The NSO Priority Standards are: 4.NSO-F.9, 4.NSO-F.10, 4.NSO-F.12, 4.NSO-C.16, 4.NSO-C.19, 4.NSO-C.20, 4.NSO-C.27, 4.NSO-C.22, 4.NSO-C.25 and 4.NSO-C.26

2012 DC CAS and DCPS - Mathematics Target Blueprint

2011 Target Blueprint

DC CAS Grade 5

DCCAS Reporting Category	SR	CR	Total # Items (Target)	Total # Points (Target)	% Points (Target)
Number Sense and Operations	18	0	18	18	30%
Patterns, Relations, and Algebra	12	1	13	15	25%
Geometry	6 or 9	0-1	7 or 9	9	15%
Measurement	6 or 9	0-1	7 or 9	9	15%
Data Analysis, Statistics, and Probability	6 or 9	0-1	7 or 9	9	15%
TOTALS	51	3	54	60	100%

DC CAS Grade 6

DCCAS Reporting Category	SR	CR	Total # Items (Target)	Total # Points (Target)	% Points (Target)
Number Sense and Operations	15	1	16	18	30%
Patterns, Relations, and Algebra	13 or 16	0-1	14 or 16	16	27%
Geometry	5 or 8	0-1	6 or 8	8	13%
Measurement	5 or 8	0-1	6 or 8	8	13%
Data Analysis, Statistics, and Probability	7 or 10	0-1	8 or 10	10	17%
TOTALS	51	3	54	60	100%

DC CAS Grade 7

DCCAS Reporting Category	SR	CR	Total # Items (Target)	Total # Points (Target)	% Points (Target)
Number Sense and Operations	14 or 17	0-1	15 or 17	17	28%
Patterns, Relations, and Algebra	13	1	14	16	27%
Geometry	6 or 9	0-1	7 or 9	9	15%
Measurement	5	1	6	8	13%
Data Analysis, Statistics, and Probability	7 or 10	3	8 or 10	10	17%
TOTALS	51	3	54	60	100%

Grades 3-8 and 10 are based on David Coleman's "Priority Standards" which emphasize DC math Standards that are foundational to Common Core; strand weightings are within 10% of the 2011 blueprint

Grade 5

DCCAS Reporting Category	SR	CR	Total # Items (Target)	Total # Points (Target)	Total # Points 2012 (Actual)	% Points (Target)	% Points 2012 (Actual)
Number Sense and Operations	8	0	8	8	8	13%	13%
Number Sense and Operations (Priority Standards)*	12	0	12	12	12	20%	20%
Patterns, Relations, and Algebra*	10	1	11	13	13	22%	22%
Geometry	6 or 9	0-1	7 or 9	9	9	15%	15%
Measurement	6 or 9	0-1	7 or 9	9	9	15%	15%
Data Analysis, Statistics, and Probability	6 or 9	0-1	7 or 9	9	9	15%	15%
TOTALS	51	3	54	60	60	100%	100%

*The NSO Priority Standards are: 5.NSO-F.8, 5.NSO-C.13, 5.NSO-C.18, 5.NSO-E.23, 5.NSO-C.14, 5.NSO-C.16 and 5.NSO-C.20.

Grade 6

DCCAS Reporting Category	SR	CR	Total # Items (Target)	Total # Points (Target)	Total # Points 2012 (Actual)	% Points (Target)	% Points 2012 (Actual)
Number Sense and Operations	3	0	3	3	3	5%	5%
Number Sense and Operations (Priority Standards)*	12	1	13	15	15	25%	25%
Patterns, Relations, and Algebra	13 or 16	0-1	14 or 16	16	16	27%	27%
Geometry	8	0	8	8	8	13%	13%
Measurement	5 or 8	0-1	6 or 8	8	8	13%	13%
Data Analysis, Statistics, and Probability	7 or 10	0-1	8 or 10	10	10	17%	17%
TOTALS	51	3	54	60	60	100%	100%

*The NSO Priority Standards are: 6.NSO-N.3, 6.NSO-N.5, 6.NSO-C.8, 6.NSO-C.10, 6.NSO-C.11, 6.NSO-C.12, 6.NSO-C.16 and 6.NSO-C.17.

Grade 7

DCCAS Reporting Category	SR	CR	Total # Items (Target)	Total # Points (Target)	Total # Points 2012 (Actual)	% Points (Target)	% Points 2012 (Actual)
Number Sense and Operations	9	0	9	9	9	15%	15%
Number Sense and Operations (Priority Standards)*	6	1	7	9	9	15%	15%
Patterns, Relations, and Algebra	10	1	11	13	13	22%	22%
Patterns, Relations, and Algebra (Priority Standards)*	2	0	2	2	2	3%	3%
Geometry	8	0	8	8	8	13%	13%
Measurement	1	0	1	1	3	2%	5%
(Priority Standards)*	6	1	7	9	7	15%	12%
Data Analysis, Statistics, and Probability	9	0	9	9	9	15%	15%
TOTALS	51	3	54	60	60	100%	100%

*The NSO Priority Standards are: 7.NSO-N.8, 7.NSO-C.13 and 7.NSO-C.14
The PRA Priority standard is 7.PRA.8
The Measurement Priority Standards are 7.M.3 and 7.M.4

2012 DC CAS and DCPS -Mathematics Target Target Blueprint

Grades 3-8 and 10 are based on David Coleman's "Priority Standards" which emphasize DC math Standards that are foundational to Common Core; strand weightings are within 10% of the 2011 blueprint

2011 Target Blueprint

DC CAS Grade 8

DCCAS Reporting Category	SR	CR	Total # Items (Target)	Total # Points (Target)	% Points (Target)
Number Sense and Operations	14 or 17	0-1	15 or 17	17	28%
Patterns, Relations, and Algebra	13	1	14	16	27%
Geometry	6 or 9	0-1	7 or 9	9	15%
Measurement	5	1	6	8	13%
Data Analysis, Statistics, and Probability	7 or 10	0-1	8 or 10	10	17%
TOTALS	51	3	54	60	100%

DC CAS Grade 10

DCCAS Reporting Category	SR	CR	Total # Items (Target)	Total # Points (Target)	% Points (Target)
Number Sense and Operations	9 or 12	0-1	10 or 12	12	20%
Patterns, Relations, and Algebra	14	1	15	17	28%
Geometry	7	1	8	10	17%
Measurement	8	0	8	8	13%
Data Analysis, Statistics, and Probability	10 or 13	0-1	11 or 13	13	22%
TOTALS	51	3	54	60	100%

Grade 8

DCCAS Reporting Category	SR	CR	Total # Items (Target)	Total # Points (Target)	Total # Points 2012 (Actual)	% Points (Target)	% Points 2012 (Actual)
Number Sense and Operations	13 or 16	0-1	14 or 16	16	16	27%	27%
Patterns, Relations, and Algebra (Priority Standards)*	18	1	19	21	21	35%	35%
Geometry	5 or 8	0-1	6 or 8	8	8	13%	13%
Measurement	3	1	4	6	6	10%	10%
Data Analysis, Statistics, and Probability	6 or 9	0-1	7 or 9	9	9	15%	15%
TOTALS	51	3	54	60	60	100%	100%

*The PRA Priority Standards are: 8.PRA.1, 8.PRA.2, 8.PRA.3, 8.PRA.4, 8.PRA.5, 8.PRA.6 and 8.PRA.9

Grade 10

DCCAS Reporting Category	SR	CR	Total # Items (Target)	Total # Points (Target)	Total # Points 2012 (Actual)	% Points (Target)	% Points 2012 (Actual)
Number Sense and Operations	8 or 11	0-1	9 or 11	11	11	18%	18%
Patterns, Relations, and Algebra (Priority Standards)*	18	1	19	21	21	35%	35%
Geometry	6	1	7	9	9	15%	15%
Measurement	7	0	7	7	7	12%	12%
Data Analysis, Statistics, and Probability	9 or 12	0-1	10 or 12	12	12	20%	20%
TOTALS	51	3	54	60	60	100%	100%

*The PRA Priority Standards are: A.P.1, A.P.3, A.P.5, A.P.13, A.P.14, A.P.15, A.P.8 and A.P.9

Grade 4 Common Core Aligned Prompt

Fishing Secrets

One morning, a man named Hawk peered through the trees at the sparkling lake near his village. He spotted Chief Bear wading in the water with his spear.

Chief Bear has found a new way to catch fish without his canoe, thought Hawk. Chief Bear often caught the most fish, so Hawk followed the chief's example. Grabbing his spear, Hawk eagerly stepped into the water. However, the round stones on the lake bottom were like slippery turtle shells. With a splash, Hawk tumbled into the gentle waves. The cold water made him shiver, but he kept trying.

Soon, a woman named Willow noticed the men. She didn't want to ask why they were fishing without canoes. *I won't seem very smart if I ask a silly question,* thought Willow. Timidly, she grabbed her spear and joined them.

Before long, more villagers waded into the lake, following Chief Bear's example. Like a flock of herons, they stabbed at the water with their pointed spears. Unfortunately, instead of catching a prized fish, each villager tumbled into the lily pads.

Giggling, a young girl named Bee stared at the funny scene. "Chief Bear, what are you and the villagers doing?" Bee asked. She liked to find the answer to every puzzle.

"*I* am turning over stones with my spear to look for crabs," explained Chief Bear with twinkling eyes. "My canoe has a hole, so I patched it with some pitch. After it dries, I'll go fishing."

"Would you like to fish with me in my canoe?" Bee offered.

"That's a fine idea," agreed Chief Bear as he waded out of the water. "It is much easier to fish with a canoe." A few moments later, Chief Bear and Bee smoothly paddled across the lake. Behind them, the villagers splashed through the waves, still trying to catch their spears!

Item:

Characters do things for different reasons. Authors show these reasons through the thoughts, words, and actions of characters.

Three of the characters in "Fishing Secrets," Hawk, Willow, and Bee, have different reasons for their actions. What are these reasons? How are they shown to the reader by each character's thoughts, words, and actions?

In your response, be sure to:

- Describe the reasons behind each character's actions and how these reasons are shown in the story.
- Use specific details, such as thoughts, words, or actions, from the story to support your description.
- Include a beginning, a middle, and an end in your writing.

Be sure to check your writing for correct spelling, capitalization, and punctuation.

Item ID: G04_Fishing Secrets	Grade: 04
Content Area: Composition	
DOK: 4	
CCSS: **Writing 9:** Draw evidence from literary or informational texts to support analysis, reflection, and research; **Reading Literary 3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	

Key Details:

Hawk

- wanted to be like Chief Bear
- copied what Chief Bear did so that he could be like him

Willow

- wanted to appear smart
- wondered what Hawk and Chief Bear were doing, but thought they would think she wasn't smart if she asked
- fished like the others even though what they were doing didn't make sense to her

Bee

- wanted to know the answers and wasn't afraid to ask
- asked Chief Bear what he was doing and learned the best way to fish

4	The response demonstrates an understanding of the complexities of the text. • Fully addresses the demands of the question or prompt • Effectively uses explicitly stated text as well as inferences drawn from the text to support an answer or claim
3	The response demonstrates an understanding of the text. • Addresses the demands of the question • Uses some explicitly stated text and/or some inferences drawn from the text to support the answer
2	The response is incomplete or oversimplified and demonstrates a partial or literal understanding of the text. • Attempts to answer the question • Uses explicitly stated text that demonstrates some understanding
1	The response shows evidence of a minimal understanding of the text. • Shows evidence that some meaning has been derived from the text to answer the question • Has minimal textual evidence

Exemplary Response:

In the story "Fishing Secrets," three characters act in different ways when they see the chief of their tribe walking in the water with his fishing spear. The reasons that each character acts differently are shown in each character's thoughts, words, and actions.

Hawk wanted to be like the chief. He knew that Chief Bear was better than him at catching fish and so he copied what Chief Bear was doing. Even though he didn't catch any fish while copying Chief Bear, Hawk still thought Chief Bear knew what he was doing. Hawk fell on the slippery stones into the cold water but continued to fish in the same way.

Willow wanted to appear smart. She wondered what Chief Bear and Hawk were doing, but she didn't say anything. She thought she wouldn't "seem very smart" if she asked "a silly question." So, she fished like the men even though it didn't make sense to her.

Bee didn't question herself and wanted to solve problems. She didn't worry about asking silly questions or copying what others were doing. She wanted to figure out what was happening and that is why she asked Chief Bear what he was doing.

Each character acted differently for a different reason. Hawk wanted to keep up with his fellow tribesman, Chief Bear. Willow wanted to not look silly. These two reasons made Hawk and Willow act in a foolish way. Bee's reason behind her actions was to solve problems instead of guessing at what was happening. She did not act in a foolish way. These are three different reactions to Chief Bear's actions in "Fishing Secrets."

Grade 7 Common Core Aligned Prompt

Do You Or Do You Not Choose the New "Choose MyPlate"?

Dear Editor in Chief:

I just read the article in yesterday's newspaper titled "Michelle Obama Helps Launch MyPlate, the Newest Nutrition Education Tool From the United States Department of Agriculture (USDA)." In the article, your reporter describes how the USDA's prior tool, MyPyramid, has been replaced by a picture of a plate. On the plate are five sections, one for each of the five food groups. Each section is supposedly in correct portion size to teach us how to eat healthily. All of the quotes included in the article are from supporters of this new model. I, however, disagree with the model and want to make sure your paper voices both sides of the story.

As a child, I was taught to eat based upon the "Basic 4," or the four food groups. It was the USDA that came up with the Basic 4 model in 1956. Then, in the 1990s, the USDA decided there were five food groups and it needed a new tool. It created the Food Guide Pyramid, a pyramid that was broken into five sections, one for each of the food groups. Food groups that we should eat more of were at the larger bottom of the pyramid, and foods we should eat less of were at the smaller top of the pyramid. Then ,in 2000, the USDA created another version of the pyramid called MyPyramid. This time all of the food group sections were vertically aligned, and there was a person climbing up the side of the pyramid to show that exercise is important. And now, the USDA has changed the model again! This time, it is a completely new picture to learn.

Eating healthily is getting confusing! Commercials on television and in magazines tell us to eat a certain food. Food packages are covered with labels and claims that try to convince us to buy them. We

can find lots of nutrition information on the Internet or from friends, but how do we know if it is good advice? With no formal education in nutrition, consumers like me look to experts like the USDA to know what to do. And that is more difficult when the USDA keeps changing the model. MyPyramid, MyPlate— all I know is that the only thing the USDA's changes lead to is MyConfusion.

To the Editor:

Bravo to the USDA! And bravo to the *Panton Post* for seeing it newsworthy to report on the landmark shift in nutrition education from the Food Guide Pyramid to the Choose My Plate model. As a nutritionist, I have spent years trying to use the Food Guide Pyramid with my clients to help them make healthier choices in their diets. Time after time, my clients have been confused and I couldn't blame them. The Food Guide Pyramid was confusing. I applaud the choice by the USDA to scrap the pyramid and start with a fresh, new image.

It was time for a change. Studies show that Americans are becoming more and more overweight and continue to make unhealthy food choices despite nutrition education efforts. Even if the Food Guide Pyramid was not to blame for the poor food choices being made, something had to be done to spark some changes in the American diet.

MyPlate, the new model, is much easier to understand. There is no need to measure the amount of food you eat— you just need to compare the way your plate looks to the model. Do your vegetables fill up a quarter of the plate? Do your grains take up more than a quarter of the plate?

In my opinion, the USDA made the right decision with this change. The Food Guide Pyramid was too confusing to be effective. The MyPlate model is very simple and user-friendly. Americans were not getting the message about healthy eating, so it was time for a change in nutrition education.

When writing letters to the editor to provide a personal response to news articles, authors must present their views in a logical and persuasive way. Authors may offer factual details to support their arguments or try to appeal to readers' emotions. Newspapers often publish letters from people on different sides of an issue, such as one letter in favor of a specific point of view and one letter opposing that point of view.

The two letters in response to an article about the USDA's new image, the MyPlate graphic, present differing viewpoints. Explain the viewpoints of the two authors, and then analyze the effectiveness of each author's argument. How does each author support his or her position? Is each argument successful?

As you plan, write, and edit your analysis, be sure that you:

- Describe each author's viewpoint.
- Describe how each author supports his or her position.
- Explain whether or not the supporting evidence provided by each author is effective or not.
- Support your response with specific evidence from each letter.
- Provide an appropriate introduction and a conclusion.

Be sure to check your writing for correct grammar, spelling, and mechanics.

Item ID: G07_ChooseMyPlate	Grade: 7
Content Area: Composition	
DOK: 4	
CCSS: **Writing 9**: Draw evidence from literary or informational texts to support analysis, reflection, and research; **Reading Informational 8**: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	

Key Details:

<u>Viewpoints</u>
- The author of the 1st letter thinks that the new graphic is too confusing.
- The author of the 2nd letter thinks that the new graphic is vastly improved over the previous version; user-friendly

<u>Supporting Details</u>
- 1st letter:
    1. The many changes cause confusion.
    2. Many people are too confused to be able to apply the guideline correctly.
    3. The USDA goal of healthy eating is not being met.
    4. The USDA must counter the confusing messages of packaging and commercials.
- 2nd letter:
    1. The author of the second letter is a nutritionist, which lends credibility to the letter.
    2. The original design of the Food Guide Pyramid was too confusing; the new MyPlate image works better.
    3. Since the image is clearer, people will eat better.

4	The response demonstrates an understanding of the complexities of the text.
	• Fully addresses the demands of the question or prompt
	• Effectively uses explicitly stated text as well as inferences drawn from the text to support an answer or claim
3	The response demonstrates an understanding of the text.
	• Addresses the demands of the question
	• Uses some explicitly stated text and/or some inferences drawn from the text to support the answer
2	The response is incomplete or oversimplified and demonstrates a partial or literal understanding of the text.
	• Attempts to answer the question
	• Uses explicitly stated text that demonstrates some understanding
1	The response shows evidence of a minimal understanding of the text.
	• Shows evidence that some meaning has been derived from the text to answer the question
	• Has minimal textual evidence

Exemplary Response *(add more space as needed to fully answer the prompt)*:

The two authors have different points of view about the USDA and the different graphics they have used to try to teach people about good nutrition. The author of the first letter is confused by the USDA because it changed the pictures too many times. The author of the second letter explains that the newest graphic is simple and easy to understand. Both authors think that people's lives and nutritional choices are affected by the image the USDA chooses to use.

The main argument of the author of the first letter is that by changing the guidelines so often, the USDA is confusing people. Instead of people eating healthily as a result of the USDA guidelines, the author maintains that people are simply confused. Therefore, the goal of the USDA in creating this dietary guideline—that of having people eat healthier—is not being met. The author of this letter thinks that people get too many different messages from food packaging and commercials. The author thinks the USDA should be the clear, easy guide to follow so that people will not be confused by all of the other information out there. However, this cannot happen if the USDA keeps changing its message.

The author of the second article has a somewhat different point of view. The fact that this author is a nutritionist really means that he or she knows what they are talking about. This author believes that the USDA has greatly improved the pyramid by switching to the new MyPlate image. Like the author of the first letter, the author of the second letter believes that the pyramid was confusing. The author explains how clear the new image is and says it will be much easier for people to understand and follow.

The authors of both of the letters make good arguments. The author of the first letter supports the claim with facts about the history of the USDA food guides. The author of the second letter supports the claim by talking about his personal experience as a nutritionist as well as referring to some research about obesity. These types of evidence make the authors' arguments convincing. Both letters clearly state their points of view and end with effective conclusions that stress their main arguments to the reader.

Grade 10 Common Core Aligned Prompt

The Shawl

Elizabeth Wilson stared at the stranger's exquisite shawl; shimmering gold threads adorned the silky turquoise like a glittering sunburst. At that moment, amid the crowded island marketplace, Elizabeth resolved to purchase one for her daughter, Maureen, who was admiring the seashells for sale in a nearby booth. *Yes,* Elizabeth envisioned, *a shawl like that would transform Maureen into a princess when she wore it to the summer festival; she'd be the envy of every young woman.*

After calling out to Maureen and taking hold of her hand, Elizabeth lunged into the crowds streaming around the vendors, focused only on the dazzling garment bobbing ahead of her. Fortunately, when she finally captured the stranger's attention, Elizabeth found that the woman spoke English. With an obliging smile, she directed Elizabeth toward a shop where she'd purchased the woven shawl.

The tropical sun beat down mercilessly on Elizabeth and Maureen as they pushed headlong toward their next destination. Stepping inside the shop, Elizabeth blinked her eyes and adjusted to the dimly lit interior. Ignoring the temptations of the abundant racks, she described the shawl to the shopkeeper.

"That's Ermelinda's pattern," the shopkeeper responded, recognizing the popular design. "Regrettably, I have none left."

"Then could you tell me how to contact Ermelinda," Elizabeth inquired, her voice sharp with frustration, "so I can speak with her about making one?"

"She lives on a nearby island," the shopkeeper explained courteously with a practiced smile. "You could catch a ride with a local if you're willing to pay."

Elizabeth brusquely thanked him, scribbling down Ermelinda's information before they rushed outside again. Wistfully, her daughter glanced at a charming café they passed, but the enticing aromas didn't deter Elizabeth.

On the beach, the worn-down and unstable appearance of the dugout canoes sent a wave of trepidation shivering through Elizabeth. Thankfully, the nearby island was visible, its verdant green turtleback a scant quarter mile away.

It's a short ride, Elizabeth rationalized, dismissing her fears as they clambered aboard. Despite some playful waves, they reached the neighboring shore without incident, but a steep, twisting path still loomed like a barricade between them and Ermelinda's home. By the time they finally knocked on Ermelinda's door, Elizabeth had scraped both knees from stumbling along the treacherous trail.

Promptly introducing herself, Elizabeth expressed her admiration for Ermelinda's stunning turquoise shawl with its sunburst pattern. Elizabeth promised Ermelinda a generous amount if she'd make one for her that afternoon. Peering at the hut's mud walls and palm-thatched crown, Elizabeth felt confident the woman would gratefully appreciate the considerable offer.

"I cannot weave today; I've promised to take my grandson to hunt for seashells at the shore," Ermelinda responded. "No amount of silver can buy back a beautiful afternoon once it has passed," she concluded, smiling softly. Then she signaled to her grandson to fetch his bucket and left the hut.

"How can you be so foolish?" Elizabeth cried, throwing the words at Ermelinda's retreating back. Spinning around to leave, Elizabeth turned to Maureen, but the expression on her daughter's face froze Elizabeth's feet in place. Maureen was gazing at Ermelinda and her grandson with a depth of yearning that staggered her mother.

Item:

Often, authors of literary texts use characters to advance the plot or to convey a message in a narrative. They might do this by describing what a character does, says, or thinks. In the narrative "The Shawl," the author is attempting to convey the message that concern over material things and status can interfere with one's enjoyment of life.

Write an essay explaining how the author uses the character of Elizabeth to convey a message that being concerned with material possessions and status can negatively impact one's life. Be sure to analyze how Elizabeth changes or stays the same over the course of the narrative. Also examine the actions or reactions of the other characters.

As you plan, write, and edit, be sure that you:

- Examine how the author conveys this message through the character of Elizabeth.
- Consider the author's descriptions of Elizabeth's thoughts, words, and actions.
- Analyze Elizabeth's interactions with other characters.
- Include an introduction, a logical arrangement of ideas, and a conclusion.

Be sure to check your writing for correct grammar, spelling, and mechanics.

Item ID: G10_The Shawl	Grade: 10
Content Area: Composition	
DOK: 4	
CCSS: **Writing 9:** Draw evidence from literary or informational texts to support analysis, reflection, and research; **Reading Literary 3**: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	

Key Details:
- The author uses the character of Elizabeth to convey a message that material possessions are not the most important part of life.
- The character is shown as being very interested in having the most elaborate shawl so that her daughter will be "the envy of every young woman" at a festival.
- Elizabeth does not care that securing this shawl will require a great deal of time.
- The author describes Elizabeth's actions in ways that show her as being greedy and myopic, e.g., "lunged into the crowds streaming around the vendors, focused only on the dazzling garment bobbing ahead of her."
- After a long and dangerous journey to get the shawl, Elizabeth learns that not everyone is as focused on material things as she is.

|	
4	The response demonstrates an understanding of the complexities of the text. • Fully addresses the demands of the question or prompt • Effectively uses explicitly stated text as well as inferences drawn from the text to support an answer or claim • Specifically analyzes Elizabeth's actions and words • Considers Elizabeth's relationships with/to more than one minor character in the text • Considers the end of the text and its clear message that Elizabeth's obsession with possessions hinders enjoyment of life
3	The response demonstrates an understanding of the text. • Addresses the demands of the question • Uses some explicitly stated text and/or some inferences drawn from the text to support the answer
2	The response is incomplete or oversimplified and demonstrates a partial or literal understanding of the text. • Attempts to answer the question or address the prompt • Uses explicitly stated text that demonstrates some understanding
1	The response shows evidence of a minimal understanding of the text. • Shows evidence that some meaning has been derived from the text to answer the question • Has minimal textual evidence

Exemplary Response

In the narrative "The Shawl," the author uses the character of Elizabeth to convey a message that material possessions are not the most important things in life. Elizabeth is very concerned with purchasing one particular shawl for her daughter, one that will make her "the envy of every young woman" at a festival. Even after she learns that it will not be easy to purchase the shawl and that it will require a lengthy and difficult trip, she still wants to purchase the shawl. Her daughter, Maureen, seems very uninterested in the shawl and would rather browse seashells. But Elizabeth will not be deterred.

The way the author describes Elizabeth's focus on the shawl, saying that she "lunged into the crowds streaming around the vendors, focused only on the dazzling garment bobbing ahead of her" implies that the mother's attention is misplaced. The author has already implied that the mother and daughter are at a bustling market in an exotic setting, yet instead of taking in her surroundings and enjoying the atmosphere, Elizabeth focuses her attention only on the shawl she wants her daughter to have. In this way, the author implies the message that preoccupation with material things hinders enjoyment of life.

Later in the narrative, however, the author goes beyond this subtle implication and describes a much more obvious occurrence. After a dangerous journey in a "dugout canoe" and up a "steep, twisting path," Elizabeth and Maureen finally reach the weaver's home, where Elizabeth assumes she will be able to get the shawl. However, the weaver expresses that her promise to take her grandson to the beach is her priority, and that "no amount of silver can buy back a beautiful afternoon once it has passed." Elizabeth cannot understand such an attitude and asks, "How can you be so foolish?" Through this description of Elizabeth's interaction with the weaver, the author further conveys the message that Elizabeth is suffering ill consequences through her focus on material goods.

When the weaver refuses Elizabeth's request and leaves the hut with her grandson, Maureen stares after the two with longing. Elizabeth is staggered by this. The author implies through the description of Elizabeth's reaction to the look that Elizabeth may have learned a lesson, but the reader cannot be sure.

CORE Professional Development

OSSE Institute
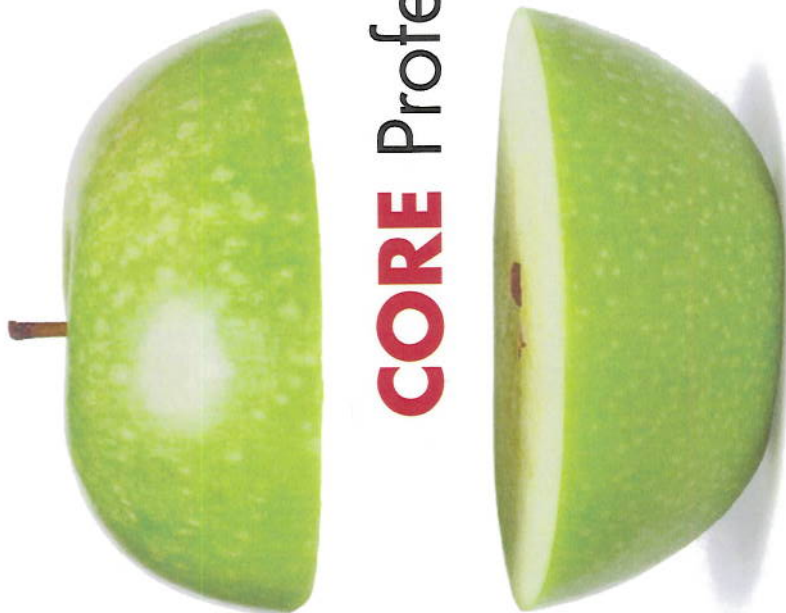
DIVISION OF SPECIAL EDUCATION

Table of Contents

Message from the Assistant Superintendent of Special Education

Greetings LEA Leaders and Special Education Practitioners,

I am pleased to present you with the Division of Special Education's 2011-2012 School Year Core Professional Development Calendar, "Accelerating Student Success: Professional Development To Improve Student Achievement".

We are thrilled to share the engaging learning experiences that we have put together for you this year. Each year, you provide wonderful learning experiences for your students in your schools and classrooms. It is the intent of the Office of the State Superintendent of Education's Division of Special Education to continue to support your efforts by offering rich and engaging interactive professional development opportunities.

Based on decades of research, we now know that great practitioners form the foundation for great schools. We are therefore committed to strengthening practitioner skills and knowledge, as this commitment is one of the most important investments of time and money that we can make as a State education agency.

Further, as you are aware, The District has begun to transition from the District of Columbia State Standards to the Common Core State Standards. I believe that the adoption of the Common Core State Standards will be an important tool to ensure that District learners are in the forefront of the nation's effort to provide our students with a globally competitive educational experience. However, we also know that practitioners needs support translating these changes from theory to practice. To that end, this year's professional development trainings are focused on preparing and supporting teachers with transitioning to the new Common Core State Standards in English Language Arts (ELA) and math.

We encourage LEA and school leaders to carefully review the core professional development training calendar and identify professional development opportunities that best meet your community's adult learning needs. Prior to registering candidates for sessions, please read the Frequently Asked Questions page for important information regarding registration, admittance, and other policies related to participation.

Thank you for all you do on a daily basis—we know that the work can be hard, but we also believe, as do you, that it is critically important work. We look forward to continuing to partner with you to ensure that our District's students are well prepared for a fulfilling, productive life beyond high school.

Sincerely,
Amy Maisterra, Ed.D., MSW
Assistant Superintendent - Division of Special Education

Training and Technical Assistance (TTA)

TTA Vision

All District of Columbia residents receive an excellent education.

TTA Mission

The Training and Technical Assistance Unit is committed to increasing instructional capacity within the District of Columbia educational system by equipping school personnel, support service providers, and families with research-based best practices, knowledge, and resources to ensure that all children can access the general education curriculum in the least restrictive environment.

In order to fulfill our mission, the Training and Technical Assistance Unit provides training and support ensuring:

- Compliance with federal and local requirements for special education and related services;

- Effective pedagogy and rigorous curriculum;

- Implementation of differentiated instruction and behavioral support; and

- Appropriate use of accommodations, modifications and assistive technologies.

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